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PERSONALITY TRAITS OF URBAN FEMALE AND MALE  
ADMINISTRATORS AND CONGRUENCE OF THESE TRAITS WITH THE  
OCCUPATIONAL STEREOTYPES OF THE MALE MANAGERIAL MODEL

*The University of Oklahoma*

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GRADUATE COLLEGE

PERSONALITY TRAITS OF URBAN FEMALE AND

MALE ADMINISTRATORS AND CONGRUENCE

OF THESE TRAITS WITH THE

OCCUPATIONAL STEREOTYPES OF

THE MALE MANAGERIAL

MODEL

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MAXIE MOSS WOOD

Norman, Oklahoma

1980

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PERSONALITY TRAITS OF URBAN FEMALE AND  
MALE ADMINISTRATORS AND CONGRUENCE  
OF THESE TRAITS WITH THE  
OCCUPATIONAL STEREOTYPES OF  
THE MALE MANAGERIAL  
MODEL

CHAPTER I

INTRODUCTION

One important area of employment that has been, and continues to be, dominated by males is that of management within formal organizations. The absence of women is particularly evident in the field of educational administration. Although women comprise the majorities of all professional teaching staffs in the United States, their presence is barely visible in top posts as heads of districts or of schools. In addition, current statistics reveal that the percentage of women occupying line administrative positions in public education is declining. Neither Federal legislation to prevent sex discrimination nor the momentum of the women's movement has served to reverse this trend. There now appears to be a limited supply of women who actively seek administrative positions in public education.

Many factors, both external and internal to women, may interact to inhibit their upward occupational aspirations. Sex-

role stereotyping is probably one of the most detrimental of those factors inhibiting the professional careers of women. For much of society, the distinctions between the characteristics of males and females have been translated into rigid expectations regarding the appropriate roles that members of each sex are to fulfill.

Male and female sex-role behaviors are often viewed by society as mutually exclusive or at least at opposite ends of a continuum. One end of the continuum represents masculine traits and the other is reserved for feminine traits. Traits of dominance, achievement, autonomy, and aggression are attributed to males, whereas, women are expected to portray timidity, emotionalism, deference, self-abasement, and passivity (Broverman, Clarkson, Rosenkrantz, and Bogel, 1970).

According to Holland, (1959) one theorist who has studied these phenomena as they relate to various occupations, an administrator is viewed as an enterprising person who copes with the environment by choices which permit expression of adventurous, dominant, enthusiastic, and impulsive qualities. "The administrator is characterized as persuasive, verbal, self-accepting, self-confident, aggressive, and exhibitionistic" (Isaacson, 1975 p. 34). The occupational and sex-role stereotypes which coincide with the Holland managerial model are that of the male not the female. The purpose of this study is to investigate the personality traits of women and men who occupy two levels of administrative

positions in education, building level and central office level and to compare them to the Holland managerial model.

### Statement of the Problem

The problem addressed by this investigation was concerned with identifying the personality traits of those women and men who occupied different levels of leadership in education and the congruence of those traits with the occupational stereotype of the male managerial model.

There were four questions to be investigated in this study:

1. Are there differences between the personality traits of female and male educational administrators as measured by each scale of the Gough and Heilbrun Adjective Check List, ACL (1965)?
2. Are there differences between the personality traits of female administrators at the central office and building levels as measured by each scale of the Adjective Check List?
3. Are there differences between the personality traits of male administrators at the central office and building levels as measured by each scale of the Adjective Check List?
4. Are the personality traits of women and men occupying a traditionally male occupation, educational administration, congruent with the occupational stereotypes ascribed to similar vocations?

### Hypotheses

- $H_{01}$  = There are no statistically significant differences in mean ( $\bar{X}$ ) standard scores (.05 alpha level) between the personality traits of female and male educational administrators as measured by each scale of the Adjective Check List.
- $H_{02}$  = There are no statistically significant differences in mean ( $\bar{X}$ ) standard scores (.05 alpha level) between the personality traits of female administrators at the central office and building levels as measured by each scale of the Adjective Check List.
- $H_{03}$  = There are no statistically significant differences in mean ( $\bar{X}$ ) standard scores (.05 alpha level) between the personality traits of male administrators at the central office and building levels as measured by each scale of the Adjective Check List.
- $H_{04}$  = There is no statistically significant difference (.05 alpha level) between the frequency of female and male educational administrators who scored high and low on selected personality traits of the Adjective Check List which coincide with occupational stereotypes of the male managerial model.

### Definition of Terms

1. Building level administrator - Female and male princi-

pals and assistant principals of elementary (grades K-5), middle (grades 6-8), and high (grades 9-12) schools in the Oklahoma City Public Schools.

2. Central office administrators - Females and males employed at the main administration buildings with supervisory responsibilities and listed on the salary schedule at levels 76, 75, 74, 73, 72, 71 in the Oklahoma City Public Schools.
3. Sex-role stereotype - Behavior associated with a particular sex and based on expectations of society.
4. Traditional female sex-role stereotype - Includes personality traits of timidity, emotionalism, deference, self-abasement, and passivity.
5. Traditional male sex-role stereotype - Includes personality traits of dominance, achievement, autonomy, and aggression.
6. Occupational stereotype - Behavior associated with a particular vocation.
7. Vocation - The work in which a person is regularly employed.

#### Limitations of the Study

1. The results of this study can only be generalized to the Oklahoma City Public School system.

2. Only one instrument was used to measure personality traits.

3. The Adjective Check List was used as a self-report inventory and no kind of corroborating data was collected from colleagues or peers.

#### Assumptions

1. Personality traits can be measured with a self-report inventory.

2. The Adjective Check List provides scores that are valid and reliable measures of personality traits.

3. The subjects participating in this study were representative of female and male educational administrators in the Oklahoma City Public School system.

#### Organization of Study

The organization of this study consisted of six chapters. Chapter I presented the introduction to the study. Chapter II contained a review of related literature. Chapter III developed the theoretical framework for the study. Chapter IV described the design and methodology of the study. Chapter V presented an analysis and interpretation of the data. Finally, Chapter VI provided the summary, conclusions, and recommendations for further study.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Proportion of Women in Educational Administration

Despite the gains in the number of women employed, confinement of women to traditionally female occupations continues. More than forty per cent of all women in the work force are employed in ten occupations: secretary, retail sales clerk, bookkeeper, private household worker, elementary-school teacher, waitress, typist, cashier, nurse, and seamstress (Rieder, 1977).

Women comprise about forty per cent of the labor force in the United States, while only twenty per cent of persons classified as managers and administrators are women (U.S. Bureau of the Census, 1976). These inequities at the management level are especially pronounced in the field of education where women are underrepresented in leadership positions. Close to seventy per cent of all public school teachers are female, while only 13.3 per cent of principals are women (NEA, 1973). In elementary schools, where female teachers number over eighty per cent, women hold about twenty per cent of the principalships (NEA, 1973). "Education is a 'female' profession, tainted by an overrepresen-

tation of women. But it is a 'female' profession run by men" (Grambs, 1977).

Women in education tend to remain teachers while men move up to become principals and superintendents. Teaching is usually viewed as "a stepping stone to management positions for men but not so for women" (Sandler, 1979). McMillan (1975) found in his study of leadership aspirations of prospective teachers that women indicated more reluctance to accept leadership roles than men. The degree of reluctance increased as the amount of administrative responsibility increased from that of assistant principalship to chief leadership roles in state and national educational organizations.

In 1971-72 women received six per cent of the doctoral degrees and 21 per cent of the master's degrees in educational administration. During the following year, only three of all the administrative categories had more than six per cent women. These three categories were principals and assistant principals in elementary and junior high schools, and "other central office administrators" a category that does not include a rank as high as superintendent. Women have received a far greater number of degrees in educational administration than their ranks in the profession would suggest (The National Project on Women in Education, 1977).

#### Declining Representation of Women in Educational Administration

Current statistics reveal that the percentage of women in

administrative positions in education is declining. In 1950-51, twelve per cent of the junior high and six per cent of the senior high principals were held by women, whereas, in 1975, only two per cent of the secondary and eighteen per cent of the elementary principals were women (National Council of Administrative Women in Education, 1975). The National Center for Education Statistics reported in the Fall, 1977 that the mean per cent of female administrators in 40 selected states was 18.3. The categories of administrative positions combined in this percentage included: 1) superintendents and assistants, 2) principals and assistants, and 3) other official/administrative staff.

Despite the impressive number of laws, guidelines, rules and regulations requiring all organizations that receive federal monies to be equal opportunity employers, the decline of female administrators in public education has not been reversed. As a result, there is a limited supply of women who actively seek supervisory and administrative positions in public education. Educational administrators are "disproportionately middle-aged, native-born, male, married, white Protestants from non-urban backgrounds" (March, 1976).

#### Sex-Role and Occupational Stereotypes

A review of the literature by O'Leary (1974) has classified psychological factors which may interact to inhibit a women's

ambition to become promoted into the management ranks as either external or internal. External factors include societal sex role stereotypes, attitudes toward women in management, attitudes toward female competence, and the prevalence of the male managerial model. Internal factors which may serve to inhibit the expression of upward occupational aspirations include fear of failure, low self-esteem, role conflict, fear of success, as well as the perceived consequences of occupational advancement and the incentive value associated with such expectations.

Women are socialized in a culture that both explicitly and implicitly defines sex roles as total roles. "A total role is one which defines a sense of self and a set of appropriate behaviors. The total role permeates all aspects of life, and takes precedence over other more situation-specific work or social roles if they are inconsistent" (Bayes and Newton, 1978). Dominance and independence are linked with the masculine role, while submissiveness, passivity and nurturance are linked with the feminine (Broverman, Clarkson, Rosenkrantz, and Vogel, 1970).

It is very early in the socialization process that male and female self-concepts regarding sex-roles are formulated and occupations preliminarily selected. Cultural definitions define what is to be considered as appropriate male and female behavior (Theodore, 1971).

Research has shown sex differences in the expression of

vocational aspirations of children as early as first or second grade. These aspirations generally reflect society's stereotypic standards of gender - appropriate roles; that is boys selected such primarily adventurous, traditionally "masculine" jobs as policeman, scientist, cowboy, or sports superstar; while girls chose nurturant, traditionally "feminine" ambitious such as teacher or nurse (Beuf 1974; Siegel 1973).

Sex and Occupational Role Congruence and the  
Male Managerial Model

The sex-role stereotype which coincides with the managerial model is that of the male not the female. McGregor wrote in 1967 that,

The model of a successful manager in our culture is a masculine one. The good manager is aggressive, competitive, firm, and just. He is not feminine, he is not soft and yielding or dependent or intuitive in the womanly sense. The very expression of emotion is widely viewed as a feminine weakness that would interfere with effective business processes p. 23.

Rosen and Jerdee (1973) investigated the way sex-role stereotypes - perceptions and expectations of what is appropriate behavior for males and females - influence evaluation of male and female supervisory behavior. The similarity of ratings made by subjects of both sexes provides evidence that men and women share common perceptions concerning sex-role appropriate behavior for individuals in supervisory positions. Their results also provide

evidence that sex-role stereotypes have an important impact on expectations regarding the appropriateness of specific supervisory behaviors and may inhibit the flexibility with which women in managerial positions adapt their supervisory styles to maximize effective performance.

#### Effects of Sex and Occupational Role Incongruence

Shein's studies (1973, 1975) found that middle managers are perceived by both male and female managers as having characteristics, attitudes, and temperaments more similar to those ascribed to men in general than to women in general. The findings of Shein's two studies suggest that acceptance of stereotypical male characteristics as a basis for success in management may be a necessity for women seeking to achieve in the current organizational climate.

Many women assuming positions that traditionally have been held by men attempt to pattern their behavior after the male traits. The unfortunate consequence of this line of reasoning is that women often magnify these male characteristics and become super-dominant and/or super-aggressive. In attempting to become "one of the boys" feminine qualities are sacrificed (McCarthy and Webb, 1977).

Sex role stereotypes may also deter women from striving to succeed in managerial positions. Korman (1970) in his theory of

work behavior contends that "individuals will engage in and find satisfying those behavioral roles which will maximize their sense of cognitive balance or consistency" (p.32). A woman whose self-image incorporates aspects of the stereotypical feminine role, may be less inclined to acquire job characteristics or engage in job behaviors associated with the masculine managerial position since such characteristics and behaviors are inconsistent with her self-image.

As a result, those women who attain primary positions of authority within organizations, "face a basic incongruity between role requirements of the position and the sex-linked role conception they have learned" (Bayes and Newton, 1978).

#### Occupational Stereotypes and Relationship to Vocational Choice

A number of investigators have examined occupational stereotypes in terms of Holland's theory (1959) that such stereotypes are the basis for occupational preferences. Holland's theory states that vocational choice is a process by which a person "searches" for those environments congruent with his hierarchy of coping orientations. Holland's six types of orientations and/or environments are briefly described by Hollander and Parker (1969) below:

Realistic	Masculine, physically strong, unsociable, aggressive...lacks verbal and interpersonal skills...prefers concrete to abstract problems...
-----------	---

	having conventional political and economic values.
Intellectual	Task-oriented, intraceptive, asocial; prefers to think through rather than act out problems; needs to understand...enjoys ambiguity.
Social	Social, responsible, feminine, humanistic, religious; needs attention; has verbal and interpersonal skills; avoids intellectual problem solving...orally dependent.
Conventional	Prefers structured numerical and verbal activities and subordinate roles; is conforming; avoids ambiguity...values material possessions and status.
Enterprising	Verbal skills for selling, dominating, leading...great concern for power and status...prefers ambiguous social tasks...oral aggressive.
Artistic	Asocial; avoids problems which are structured or require gross physical skills...intraceptive...less ego strength, is more feminine...need for individualistic self expression.

A diversity of approaches have been used in measuring occupational stereotypes, particularly the adjective check list, open-ended sentences, and rating scales. Hollander and Parker (1969) wrote descriptions of six occupations, each representing one of Holland's six types in terms of the need scales of the Adjective Check List. The six occupations were: auto mechanic, scientist, teacher, bank teller, business executive, and artist. Descriptions of the six occupations were made available to 54 high school sophomores who were then asked to respond to the Adjective Check List as if they were a member of each of the six occupational



groups. Needs emerged matching the Holland types with the exception of the auto mechanic and teacher.

In 1972, Hollander and Parker conducted another study testing the Holland theory. Three hypotheses were tested by this theory: 1) that adolescent self-concept and stereotypic description of most preferred occupation are positively related, 2) that adolescent self-concept and stereotypic description of one's least preferred occupational are not correlated, 3) adolescent most and least preferred occupational choices are selected from different environment categories. The Adjective Check List and an Occupational Preference List were administered to 54 high school boys. All three hypotheses were supported by the results. It was concluded by Hollander and Parker (1972) that occupational choices were based in part on the degree of positive relationship between their self-description and various occupational stereotypes that they held. Implications for further study suggested by Hollander and Parker (1972) included analysis of sex differences in the relationship of self-description and occupational stereotypes to vocational selection.

Other related research that tends to support Holland's theory found that occupational attitudes and aspirations of young women still tend to favor traditional female roles rather than occupational equality between the sexes. Goals listed by Empey in 1968 were marriage and traditionally female careers.

Planning of the young woman was not always so much directed toward choosing marriage without thought of a career as it was in finding some traditional female occupation which would provide a means of financial support if the career, although second choice, became a necessity (Empey, 1968).

Empey also found that as the desirability of marriage increased for a female, her desire to have a career diminished. The more loyalty she exhibited toward traditional sex-roles, the greater was the likelihood of her work being what could be classified as a traditionally female job.

Hoyt and Kennedy, in their 1956-57 study, classified females into homemaking-oriented and career-oriented groups. Those women who had internalized homemaker-oriented characteristics scored higher on nurturance, succorance, and heterosexuality than the females categorized as career-oriented. Career-oriented females demonstrated many characteristics similar to their male counterparts such as endurance, intraception, and achievement.

When the scores for both groups were evaluated on the Strong Vocational Interest Blank for Women (SVIB) the homemaking group scored high on the categories of Buyer, Housewife, Elementary Teacher, and Dietician; whereas, the career-oriented females had higher mean scores on Artist, Author, Librarian, Psychologist, Physical Education Teacher and Physician (Hoyt and Kennedy, 1958).

It was hypothesized by Schwarzweller in his 1960 study that

the differences in the socialization experiences between males and females would be reflected in their different occupational value orientations. He found that a significantly greater proportion of boys as compared to girls placed high value on achievement and material comfort. These value orientations were associated with generally accepted societal standards of worldly success and advancement up the career ladder, and were more traditionally ascribed to the male role. It was concluded by Schwarzweller (1960) that boys were more "extrinsically reward-oriented" than girls and that girls tended to be more "people-oriented" than boys. Thus, the hypothesis that occupational value orientation are different between the sexes was supported.

Wertheim, Widom, and Wortzel (1978) investigated personality, aptitude, achievement, and social-demographic characteristics of graduate students in four professional degree programs in a comparative multivariate analysis of the correlates of professional career choice. In this study, an extensive questionnaire was completed by 173 male and 175 female first-year graduate students in two traditionally male fields (law and management) and two traditionally female fields (education and social work). Results of the study confirmed the central hypothesis that differences across careers for each variable were greater than differences between the sexes within careers. No significant differences were found in assertiveness, locus of control, or

Machiavellianism.

Orcutt and Walsh (1979) investigated the differences between traditional-nontraditional and congruent-incongruent career aspirations of college women using Holland's Vocational Preference Inventory, the Feminist Attitudes Inventory, the Desire to Work Scale, and the Study of Values. The relative proportions of women and men in a given occupation were used to determine the traditionality of choice. Congruence of career aspiration was defined using the Vocational Preference Inventory Results of the study showed that, "feminist attitudes and the infrequency scale differentiated the incongruent traditional and nontraditional groups" (p. 1). More confidence in abilities and personality was reported by the nontraditional incongruent aspiring women.

#### Applicability of Holland's Theory To Women

Werner (1969) investigated the applicability of Holland's theory of vocational choice to women who were full-time employees. Her study investigated the relationship between the criterion variables of achievement and job satisfaction and the predictor variables of role choice, homogeneity, consistency, and congruency. Holland's six different types of occupations were represented in this study by women who were employed full-time. A total of 348 women were sampled in the study. Participants in the study

completed the Holland Vocational Preference Inventory and the Employed Women's Questionnaire. The hypothesis that a relationship exists between homogeneity and salaries was not upheld for the total group or for the Realistic, Intellectual, Conventional and Enterprising subgroups while an inverse relationship existed in the Social and Artistic subgroups. Consistency made a significant difference in the salaries of the total group and the Enterprising sub-group. Congruency made no significant difference in either salaries or satisfaction scores of the total group or of the six sub-groups. Neither role choice and expressed choice nor role choice and VPI made a significant difference on salaries or satisfaction scores in the total group and the six sub-groups.

Doty and Betz (1979) examined the concurrent validity of Holland's theory for men and women employed in an enterprising occupation. In this study, the degree of personality-environment correspondence and the relationships of personality type to job satisfaction were examined in a sample of 45 male and 43 female sales managers. The findings of this study suggest in general for an employed sample, that Holland's theory is valid for women as well as for men.

Walsh, Bingham, Horton, and Spokane (1979) sampled 155 black and white college-degreed workers in three occupations (engineering, medicine, and law) corresponding to three of Holland's environmental categories (Realistic, Investigative,

and Enterprising). The main purpose of the study was to investigate differences between black and white women occupying traditional male occupations who took the Holland Vocational Preference Inventory (VPI) and the Self-Directed Search (SDS). The findings for the three VPI and SDS scales for the six occupational groups suggest, "that white women when compared to black women in the same occupations tend to report very similar mean raw scores" (p. 217).

Rounds, Davison, and Davis (1979) investigated the fit between the Strong-Cambell Interest Inventory (SCII) occupational themes and Holland's RIASEC hexagon model. The six personality types ordered in a clockwise direction around the hexagon are: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). Results of the study indicated that for females, the SCII-hexagon fit was not good, with a near reversal of the Social and Enterprising Scales. While for males, the SCII-hexagon fit was good. "For either SCII or VPI scales, the female data met expectations from Holland's model less often than the male data" (p. 303).

## CHAPTER III

### THEORETICAL FRAMEWORK

The theoretical framework for this study is based on the work of John L. Holland. Holland's theory of vocational choice first appeared in 1959 in the Journal of Counseling Psychology.

Holland's original theoretical statement has been somewhat modified as a result of his own subsequent research. The Holland theory assumes that, "at the time of a vocational choice the person is the product of the interaction of his particular heredity with a variety of cultural and personal forces including peers, parents and significant adults, his social class, American culture, and the physical environment. Out of this experience the person develops a hierarchy of habitual or preferred methods for dealing with environmental task" (Holland, 1959 p.35). The work environments that exist within the American society are the realistic (farmers, truck drivers), the investigative (chemists, biologists), the social (social workers, teachers), the conventional (bookkeepers, bank tellers), the enterprising (managers, politicians), and the artistic (musicians, artists) (Osipow, 1973).

Holland constructed a developmental hierarchy represented by the individual's adjustment to the six occupational envi-

ronments. Everyone is required to adjust to all of the six environments and develop certain skills with reference to each. Adjustment to each represents major life styles and patterns of relationships between an individual and his/her world. The typical way an individual responds to his/her environment is his/her modal personal orientation. Characteristics of each of the orientations are summarized below:

The Realistic orientation is characterized by aggressive behavior, interest in activities requiring motor coordination, skill and physical strength, and masculinity. People oriented toward this role prefer "acting out" problems; they avoid tasks involving interpersonal and verbal skills and seek concrete rather than abstract problem situations. They score high on traits such as concreteness, physical strength, and masculinity, and low on social skill and sensitivity.

The Investigative person's main characteristics are thinking rather than acting, organizing and understanding rather than dominating or persuading, and asociability rather than sociability. These people prefer to avoid close interpersonal contact, though the quality of their avoidance seems different from their Realistic colleagues.

The Social people seem to satisfy their needs for attention in a teaching or therapeutic situation. In sharp contrast to the Investigative and Realistic people, social people seek close interpersonal situations and are skilled in their interpersonal relations, while they avoid situations where they might be required to engage in intellectual problem solving or use extensive physical skills.

The Conventional style is typified by a great concern for rules and regulations, great self-control, subordination of personal needs, and strong identification with power and status. This kind of person prefers structure and order and thus seeks interpersonal and work situations where structure is readily available.



The Enterprising people are verbally skilled, but rather than use their verbal skills to support others as the Social types do, they use them for manipulating and dominating people. They are concerned about power and status while the Conventionals honor others for it.

The Artistic orientation manifests strong self-expression and relations with other people indirectly through artistic expression. Such people dislike structure, rather prefer tasks emphasizing physical skills or interpersonal interactions. They are intra-ceptive and asocial much like the Investigatives, but differ in that they are more feminine than masculine, show relatively little self-control, and express emotion more readily than most people (Osipow, 1973).

The manner in which these modal orientations develop are not explicitly discussed in Holland's theory, however, he does indicate the way in which they influence behavior once they have become clearly established. If one orientation is dominant over the others, the individual will seek an occupational environment that corresponds to the orientation. For example, practical, hard-headed males will choose engineering as a profession; whereas, aggressive, verbal, ambitious males will become lawyers. If the strength of two or more orientations are nearly the same, the individual will vacillate in the selection of a vocation. If environmental factors interfere with the implementation of the first clear cut choice, then the individual will select a vocation appropriate to the second strongest orientation. Vacillation in the selection of a vocation will occur if the hierarchy of orientations is not well ordered beyond the first one, just as if the first two orientations were not clearly different in their strength (Osipow, 1973).

The modal orientation exerts an influence on the particular vocation an individual chooses or whether or not the individual experiences indecision. Holland also theorized that the level within an occupational environment that the individual chooses is a function of the "level hierarchy". The level hierarchy is defined in terms of the individual's intelligence and self-evaluations (Osipow, 1973).

The vocational behavior of individuals is described by Holland as a process whereby a person gradually evolves a modal personality orientation which leads him to make educational decisions which have implications for a specific occupational environment. As these steps are taken, the level hierarchy that has developed over the years leads him to gravitate toward a career with the appropriate occupational environment that is at a skill level equivalent to his abilities and achievements. The difficulty encountered in the process and the adequacy of his decision are related to his self-knowledge and knowledge of the world of work (Osipow, 1973).

Self-knowledge, as defined by Holland, is the amount and accuracy of information an individual has about himself, whereas, self-evaluation refers to the worth the individual attributes to himself. These constructs are not clearly differentiated and they seem to be highly interdependent (Osipow, 1973).

In summary, Holland's theory assumes that a person expresses his personality through the choice of a vocation; each person

holds stereotypes of various vocations that have psychological and sociological relevance for that individual; members of a vocation have similiar personalities and therefore they will respond to many situations and problems in similiar ways; and finally, that vocational satisfaction, stability, and achievement depend upon the extent to which the individual's personality and his work are compatible. Based on the preceeding assumptions, Holland theorizes that individuals can be classified into a limited number of personality types, and that work situations or environments can similarly be classified into six categories (Isaacson, 1971, p. 33).

One shortcoming of Holland's theory is the limited applicability of the theory to women. The theory should be revised to account more adequately for the vocational development of women, whose development and vocational tasks and goals differ enough from men to require some different formulations (Osipow, 1973).

## CHAPTER IV

### DESIGN AND METHODOLOGY

#### Design of the Study

The sample of subjects for this study was drawn from the population of female and male elementary, 5th year, middle, high, and central office level administrators in the Oklahoma City Public School system. Permission was requested through the Oklahoma City Public Schools Department of Planning, Research, and Evaluation to conduct this study. Specific permission to conduct this study was granted by the Research Screening Committee assigned to review this request (Appendix A).

#### Subject Selection

The population for this study was comprised of all female and male principals and assistant principals and all central office administrators listed on salary schedule steps 71-76 in the Oklahoma City Public Schools. Because of the limited number of females at the administrative level in the Oklahoma City Public Schools, the entire population of female administrators was included in this study. Male administrators for this study

were selected through a stratified random sampling technique. See Table 1 for the number of female and male administrators at each administrative level.

### Instrument

The Adjective Check List consists of 300 behavioral adjectives involving 24 needs scales, from which an individual is requested to choose those adjectives which are most self-descriptive. Each of the 24 need scales provides a total raw score derived by obtaining the algebraic sum of indicative adjectives minus contraindicative adjectives. Intuitive and inductive descriptions of each scale are measured by the ACL are:

1) Total number of adjectives checked; 2) Defensiveness; 3) Number of favorable adjectives checked; 4) Number of unfavorable adjectives checked; 5) Self-confidence; 6) Self-control; 7) Lability; 8) Personal adjustment; 9) Achievement; 10) Dominance; 11) Endurance; 12) Order; 13) Intraception; 14) Nurturance; 15) Affiliation; 16) Heterosexuality; 17) Exhibition; 18) Autonomy; 19) Aggression; 20) Change; 21) Succorance; 22) Abasement; 23) Deference; and, 24) Counseling Readiness. (Appendix B)

Gough and Heilbrun (1965) reported that four experimental samples were used to determine the test-retest reliability coefficients of their scales. In one test administration, 56 college males and 23 college females were tested 10 weeks apart. In another,

TABLE 1

SUBJECTS SELECTED FOR THE STUDY  
BY SEX AND ADMINISTRATIVE LEVEL

ADMINISTRATIVE LEVEL	FEMALES TOTAL POPULATION IN OKC SCHOOLS	MALES STRATIFIED PANDOM SAMPLE
Elementary	18	18
5th Year	3	3
Middle	4	4
High	7	7
Central Office	32	32
Total	64	64

100 adult males were tested six months apart, and finally, 34 medical school students were tested five and one-half years apart. According to Gough and Heilbrun, "Most of the scales appear to possess adequate reliability over the 10-week interval of time, and some (such as S-Cfd, Dom, and Exh) have surprisingly high stability over the five and one-half year interval. However, the Lab (lability) and Suc (succorance) scales do show rather low reliability, and results with them should therefore be interpreted with caution." See Table 2 for test-retest correlations for ACL scales over varying intervals of time.

Gough and Heilbrun (1965) reported on several studies of the validity of the ACL. In a comparison with the Edwards Personal Preference Schedule, the rank order of needs as assessed by the two tests correlated highly. In other studies, they reported that various scales of the ACL were significantly related to dropping out of college among females, discernment of personality factors associated with adjustment in adolescents, and creativity. The scales of the ACL were not found to be strongly related to measures of intellectual aptitudes and cognitive functioning. However, in a discussion of the correlations between scales of the ACL and the California Psychological Inventory and the Minnesota Multiphasic Personality Inventory, the authors report, "meaningful correspondence between the ACL and the scales of these two well-validated instruments." A more thorough discus-

TABLE 2

TEST-RETEST CORRELATIONS FOR ACL SCALES  
OVER VARYING INTERVALS OF TIME

ACL SCALE	10-weeks		6 months	5½ years
	College males (N = 56)	College females (N = 23)	Adult males (N = 100)	Medical students (N = 34)
1. Total checked	.76	.86	.50	.39
2. Defensiveness	.77	.49	.42	.63
3. Favorable	.76	.67	.31	.52
4. Unfavorable	.84	.77	.38	.41
5. Self-confidence	.73	.64	.69	.63
6. Self-control	.78	.76	.55	.52
7. Liability	.56	.59	.50	.26
8. Personal adjustment	.76	.79	.40	.52
9. Achievement	.81	.74	.60	.52
10. Dominance	.76	.79	.66	.65
11. Endurance	.74	.47	.57	.55
12. Order	.63	.57	.40	.39
13. Intraception	.71	.46	.37	.37
14. Nurturance	.85	.84	.37	.55
15. Affiliation	.81	.84	.33	.54
16. Heterosexuality	.66	.75	.41	.50
17. Exhibition	.68	.85	.75	.77
18. Autonomy	.79	.81	.68	.63
19. Aggression	.80	.90	.62	.60
20. Change	.69	.78	.55	.31
21. Succorance	.54	.45	.45	.25
22. Abasement	.70	.69	.68	.51
23. Deference	.77	.83	.72	.60
24. Counseling readiness	.82	.71	.65	.54

Source: Gough and Heilbrun, The Adjective Check List Manual, (1965)



sion of the reliability and validity of the test may be found in the ACL Manual and its references.

### Procedures for Data Collection

The Adjective Check List developed by Drs. Gough and Heilbrun (1965) was utilized to collect data for this study. The ACL was mailed to each subject accompanied by a cover letter (Appendix C) explaining the nature of the research project. In addition, each subject was asked to provide the following demographic information: 1) sex; 2) administrative level; and, 3) age. A self-addressed stamped envelope was included for return mail. A post card was mailed after a one week waiting period as a follow up measure.

### Treatment of the Data

After the data were collected, the following statistical analyses were performed to determine whether or not to accept or reject the null hypothesis investigated by this study:

1. To determine whether or not there were statistically significant differences ( $\alpha = 0.05$ ) between the personality traits of male and female educational administrators as measured by each scale of the ACL, a t-test (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1970) was performed on each of the ACL's 24 scales.

2. To determine whether or not there were statistically significant differences ( $\alpha = 0.05$ ) between the personality traits of female administrators at the central office and building levels as measured by each scale of the ACL, a t-test (Nie, et al., 1970) was performed on each of the ACL's 24 scales.

3. To determine whether or not there were statistically significant differences ( $\alpha = 0.05$ ) between the personality traits of male administrators at the central office and building levels as measured by each scale of the ACL, a t-test (Nie, et al., 1970) was performed on each of the ACL's scales.

4. To determine whether or not there were statistically significant differences ( $\alpha = 0.05$ ) between the frequency of high and low ACL scores of female and male educational administrators, a 2 x 2 Chi square analysis was performed on each of the traits similar to those ascribed to the male managerial model (Siegel, 1956).

## CHAPTER V

### ANALYSIS AND INTERPRETATION

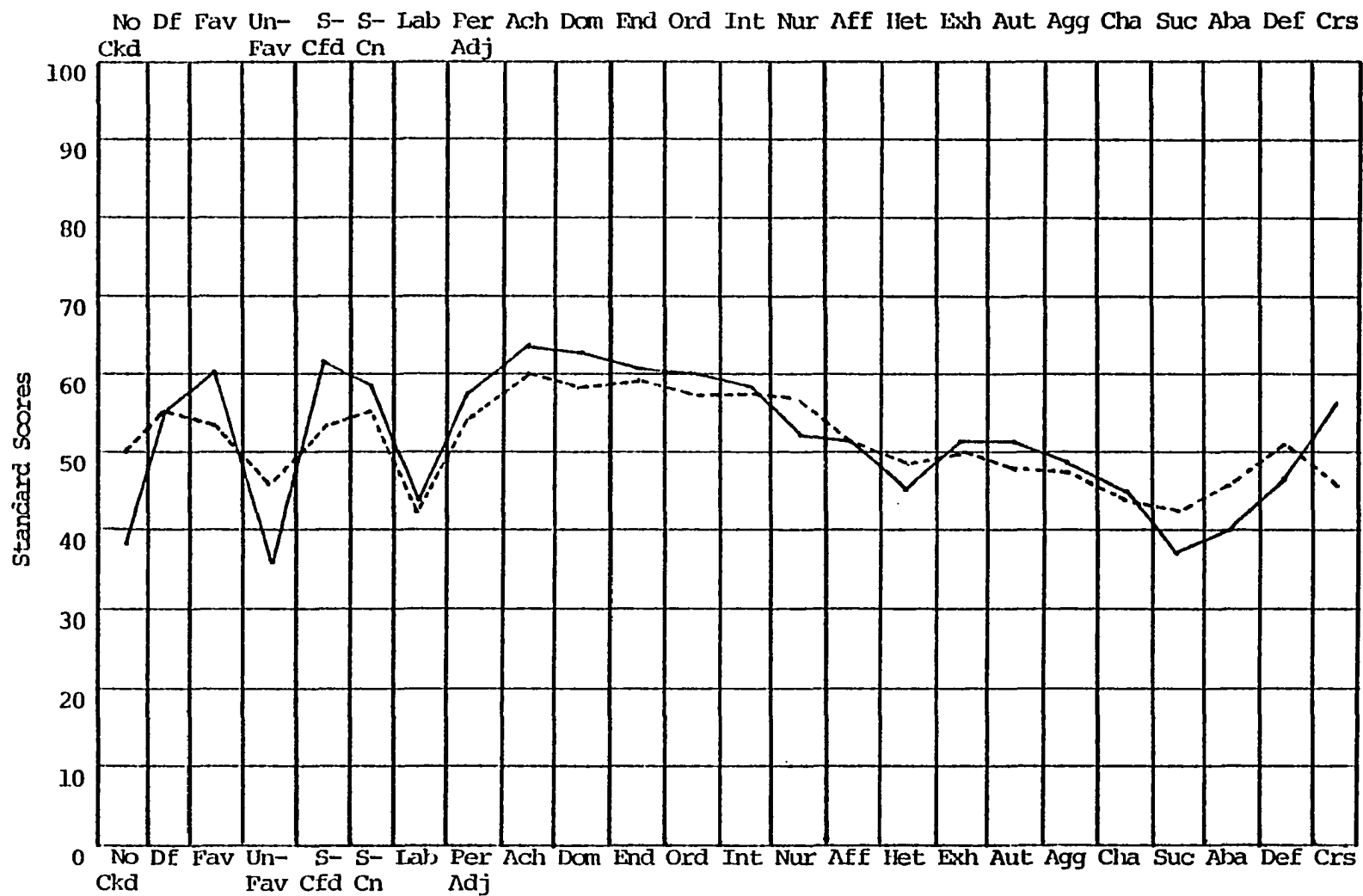
#### Introduction

The Adjective Check List was distributed to 64 female and 64 male administrators in the Oklahoma City Public Schools. The instrument was completed and returned by 102 respondents. This represents a total response rate of 79.7%. At the building level, the response rate was 84.4%, while at the central office level the response rate was 75.0%. See Table 3 for response rate by administrative level and sex. To determine whether or not statistically significant differences ( $p < .05$ ) existed between the mean ( $\bar{X}$ ) scores of female and male administrators, between central office and building level female administrators, and between central office and building level male administrators, three separate t tests were performed on each scale of the Adjective Check List. Figures 1, 2, and 3 contain profiles of the sets of mean ( $\bar{X}$ ) scores compared by t test analyses.

TABLE 3

RESPONSE RATE BY ADMINISTRATIVE  
LEVEL AND SEX

LEVEL	FEMALE			MALE		
	Distributed	Returned	Response Rate	Distributed	Returned	Response Rate
Elementary	18	15	83.3	18	14	77.8%
5th Year	3	3	100.0	3	2	66.7
Middle	4	3	75.0	4	3	75.0
High	7	7	100.0	7	7	100.0
Building Level	32	28	87.5	32	26	81.3
Central Office	32	23	71.9	32	25	78.1
TOTAL	64	51	79.7	64	51	79.7



Female—————

Male-----

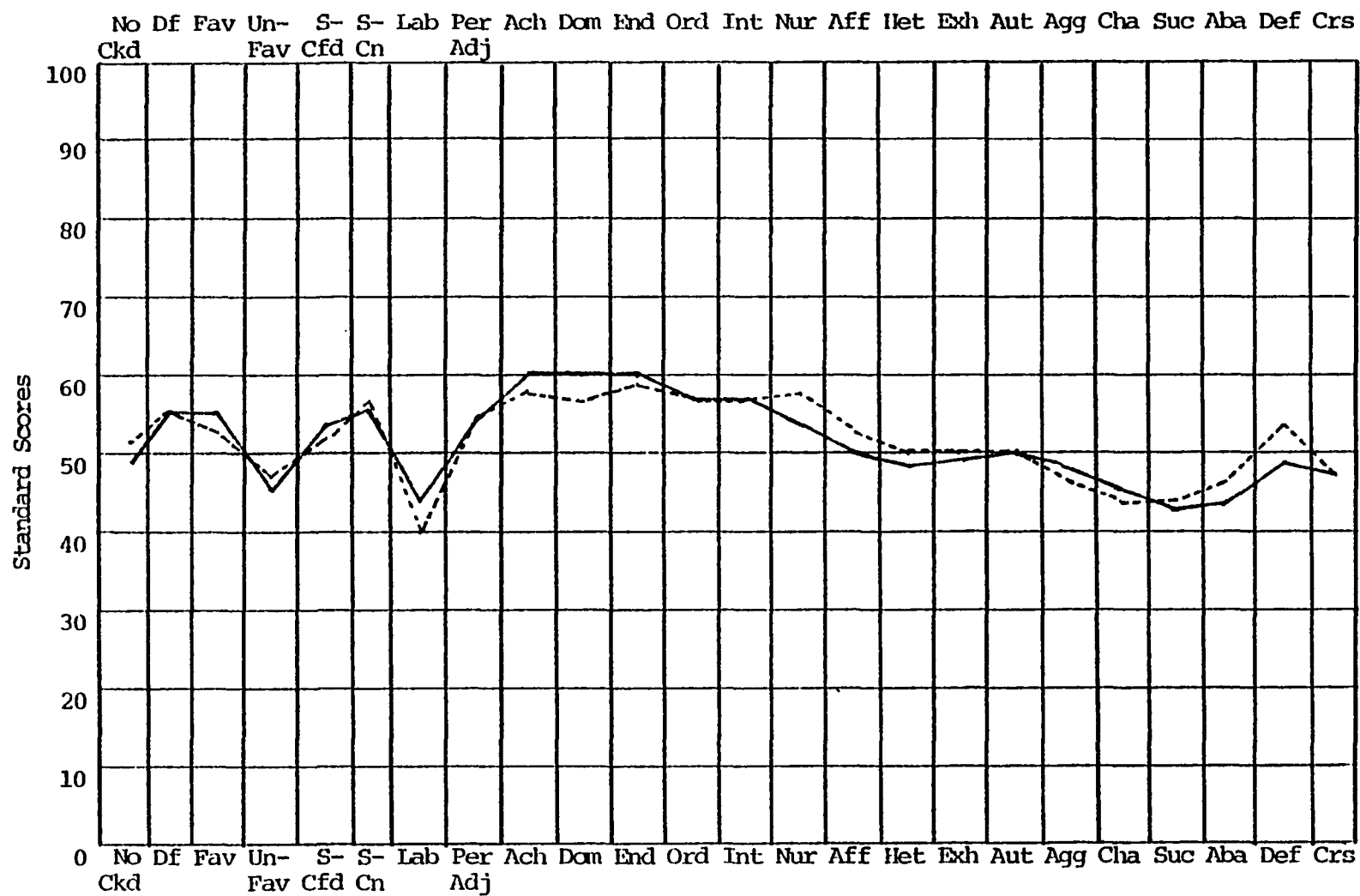
Fig 1 - Profile of Female and Male Administrators' Mean ( $\bar{X}$ ) Scores on Each Scale of the Adjective Check List



Female Central Office\_\_\_\_\_

Female Building Level-----

Fig 2 - Profile of Female Central Office and Female Building Level Administrators' Mean ( $\bar{X}$ ) Scores on Each Scale of the Adjective Check List



Male Central Office————

Male Building Level-----

Fig. 3 - Profile of Male Central Office and Male Building Level Administrators' Mean ( $\bar{X}$ ) Scores on Each Scale of the Adjective Check List

Comparison of Female and Male Administrators Mean ( $\bar{X}$ ) Scores  
On Each Scale of the Adjective Check List

Total Number of Adjectives Checked: No Ckd

The personalogical dispositions associated with the tendency to check more or fewer words according to Gough and Heilburn (1965) are as follows:

The individual high on this variable tends to be described as emotional, adventurous, wholesome, conservative, enthusiastic, unintelligent, frank, and helpful. He is active, apparently means well, but tends to blunder. The man with low scores tends more often to be quiet and reserved, more tentative and cautious in his approach to problems, and perhaps at times unduly tactiturn and aloof. He is more apt to think originally and inventively, but is perhaps less effective in getting things done p. 7.

Analysis of the data revealed that the mean ( $\bar{X}$ ) score of male administrators (50.04) was significantly higher than the mean ( $\bar{X}$ ) score of female administrators (37.69) on the total number of adjectives checked scale. This difference was statistically significant at the .001 level. There were no significant differences between the mean ( $\bar{X}$ ) scores of central office and building level female or male administrators on the total number of adjectives checked scale. See Tables 4, 5, and 6.

Defensiveness: Df

Gough and Heilburn (1965) ascribe the following dispositions to the person scoring higher or lower on the defensive-



TABLE 4

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Total checked scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	37.69	7.61	51	50.04	8.47	100	7.75	0.001

TABLE 5

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Total checked scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	35.52	6.56	28	39.46	8.04	49	1.89	0.065

TABLE 6

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Total checked scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	49.24	8.90	26	50.81	8.14	49	0.66	0.514

ness scale:

The higher-scoring person is apt to be self-controlled and resolute in both attitude and behavior, and insistent and even stubborn in seeking his objectives. His persistence is more admirable than attractive. The lower-scoring subject tends to be anxious and apprehensive, critical of himself and others, and given to complaints about his circumstances. He not only has more problems than his peers, but tends to dwell on them and put them at the center of his attention p. 7.

There were no statistically significant differences between the mean ( $\bar{X}$ ) scores of female and male administrators; central office and building level female administrators', or between central office and building level male administrators on the defensiveness scale. See Tables 7, 8, and 9.

Number of Favorable Adjectives Checked: Fav

Personological dispositions characteristic of the person scoring higher or lower on the favorable scale according to Gough and Heilburn (1965) are:

The individual who checks many of the words in the favorable list appears to be motivated by a strong desire to do well and impress others, but always by virtue of hard work and conventional endeavor. The reaction of others is to see him as dependable, steady, conscientious, mannerly, and serious; there is also the suspicion that he may be too concerned about others, and lacking in verve and quickness of mind. The low scoring subject is much more of an individualist - more often seen as clever, sharp witted, headstrong, pleasure seeking, and original in thought and behavior. His emotions being more accessible, he also more often experiences anxiety, self-doubts, and perplexities p. 8.

TABLE 7

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Defensiveness scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	55.45	7.29	51	55.20	8.70	100	0.16	0.873

TABLE 8

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Defensiveness Scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	54.52	8.84	28	56.21	5.77	49	0.79	0.435

TABLE 9

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Defensiveness scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	55.12	8.95	26	55.27	8.63	49	0.06	0.952

Comparison of female (59.78) and male (53.33) administrators' mean ( $\bar{X}$ ) score responses on the favorable scale revealed that female administrators scored significantly higher than male administrators. This difference was significant at the .001 alpha level. There were no statistically significant differences between the mean ( $\bar{X}$ ) scores of female central office and building level administrators or between central office and building level male administrators on the favorable scale. See Tables 10, 11, and 12.

#### Number of Unfavorable Adjectives Checked: Unfav

Dispositions associated with the tendency to score higher or lower on the unfavorable scale identified by Gough and Heilbrun (1965) are:

The high-scoring subject strikes others as rebellious, arrogant, careless, conceited, and cynical. He tends to be a disbeliever, a skeptic, and a threat to the complacent beliefs and attitudes of his fellows. The low-scorer is more placid, more obliging, more man-nerly, more tactful, and probably less intelligent p.8.

The mean ( $\bar{X}$ ) score of male administrators (45.33) on the unfavorable scale was significantly higher than the mean ( $\bar{X}$ ) score of female administrators (36.09). This difference was statistically significant at the .001 level. Female central office and building level administrators and male central office and building level administrators' mean ( $\bar{X}$ ) scores on this scale were not significantly different. See Tables 13, 14, and 15.

TABLE 10

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Favorable scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	59.78	9.99	51	53.33	8.64	100	3.49	0.001

TABLE 11

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Favorable Scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	60.78	11.49	28	58.96	8.70	49	0.64	0.523

TABLE 12

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Favorable scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	54.60	8.87	26	52.12	8.40	49	1.03	0.309

TABLE 13

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Unfavorable scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	36.09	9.40	51	45.53	5.59	100	6.17	0.001

TABLE 14

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Unfavorable scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	34.43	10.93	28	37.43	7.88	49	1.14	0.262

TABLE 15

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Unfavorable scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	45.24	4.92	26	45.81	6.26	49	0.36	0.721

## Self-Confidence: S-Cfd

Dispositions of the person scoring higher or lower on the self-confidence scale listed by Gough and Heilbrun (1965) are as follows:

The high-scorer is assertive, affiliative, outgoing, persistent, and actionist. He wants to get things done, and is impatient with people or things standing in his way. He is concerned about creating a good impression, and is not above cutting a few corners to achieve this objective. He makes a distinct impression on others, who see him as forceful, self-confident, determined, ambitious, and opportunistic. The low-scoring person is a much less effective person in the everyday sense of the word - he has difficulty in mobilizing himself and taking action, preferring inaction and contemplation. Others see him as unassuming, forgetful, mild, preoccupied, reserved, and retiring p. 9.

Analysis of the data revealed that the mean ( $\bar{X}$ ) score of female administrators (61.31) was significantly higher than the mean ( $\bar{X}$ ) score of male administrators (53.24). This difference was significant at the .001 alpha level. Female central office administrators' mean ( $\bar{X}$ ) score (64.91) was significantly higher than the mean ( $\bar{X}$ ) score of female building level administrators (58.36) on the self-confidence scale. This difference was significant at the .009 alpha level. The mean ( $\bar{X}$ ) scores of male central office and building level administrators were not significantly different. See Tables 16, 17, and 18.

TABLE 16

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Self-confidence scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	61.31	9.05	51	53.24	10.20	100	4.23	0.001

TABLE 17

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Self-confidence scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	64.91	8.36	28	58.36	8.65	49	2.74	0.009

TABLE 18

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Self-confidence scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	54.36	9.38	26	52.15	11.01	49	0.77	0.446



### Self-Control: S-Cn

Gough and Heilbrun (1965) ascribe the following characteristics to the person scoring higher or lower on the self control scale:

High-scorers tend to be serious, sober individuals, interested in and responsive to their obligations. They are seen as diligent, practical, and loyal workers. At the same time there may be an element of over-control, too much emphasis on the proper means for attaining the ends of social living. The low-scoring subject tends to be described in unflattering terms, even including such words as obnoxious, autocratic, and thankless p. 9.

Data analysis revealed that there were no statistically significant differences between the mean ( $\bar{X}$ ) score responses of the following groups: 1) female and male administrators; 2) female central office and building level administrators; and 3) male central office and building level administrators on the self-control scale of the Adjective Check List. See Tables 19, 20, and 21.

### Lability

Personological dispositions characteristic of the person scoring higher or lower on the lability scale are as follows according to Gough and Heilbrun (1965):

The high-scoring subject is seen favorably as spontaneous, but unfavorably as excitable, temperamental, restless, nervous, and high-strung. The psychological equilibrium, the balance of forces, is an uneasy one in this person and he seems impelled toward change and new experience in an endless flight from his perplexities. The low-scorer is more phlegmatic, routinized, planful and conventional. He reports stricter opinions on

TABLE 19

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Self-control scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	57.98	7.98	51	55.49	7.61	100	1.61	0.110

TABLE 20

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Self-control scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	57.00	9.77	28	58.79	6.21	49	0.76	0.453

TABLE 21

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Self-control scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	55.32	6.41	26	55.65	8.73	49	0.16	0.877

right and wrong practices, and a greater need for order and regularity. He is described by observers as thorough, organized, steady, and unemotional p. 9.

The mean ( $\bar{X}$ ) score responses of female and male administrators, central office and building level female administrators, and central office and building level male administrators were not significantly different on the lability scale of the Adjective Check List. See Tables 22, 23, and 24.

#### Personal Adjustment: Per Adj

Characteristics associated with the tendency to score higher or lower on the personal adjustment scale identified by Gough and Heilbrun (1965) are:

The high-scoring subject is seen as dependable, peaceable, trusting, friendly, practical, loyal, and wholesome. He fits in well, asks for little, treats others with courtesy, and works enterprisingly toward his own goals. He may or may not understand himself psychodynamically, but he nonetheless seems to possess the capacity to "love and work." The subject low on the personal adjustment scale sees himself as at odds with other people and as moody and dissatisfied. This view is reciprocated by observers, who describe the low scorer as aloof, defensive, anxious, inhibited, worrying, withdrawn, and unfriendly. What appears to begin as a problem in self-definition eventuates as a problem in inter-personal living p. 9.

The mean ( $\bar{X}$ ) score of female administrators (57.37) on the personal adjustment scale was significantly higher than the mean ( $\bar{X}$ ) score of male administrators (54.22). This difference was significant at the .031 alpha level. Female central office and building

TABLE 22

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Liability scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	43.59	7.90	51	42.25	9.37	100	0.78	0.439

TABLE 23

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Liability scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	46.04	7.45	28	41.57	7.80	49	2.08	0.043

TABLE 24

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Liability scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	44.28	8.70	26	40.31	9.74	49	1.53	0.132

level administrators and male central office and building level administrators' mean ( $\bar{X}$ ) scores on this scale were not significantly different. See Tables 25, 26, and 27.

Achievement: Ach

Dispositions of the person scoring higher or lower on the achievement scale listed by Gough and Heilbrun (1965) are as follows:

The high-scoring subject on Ach is usually seen as intelligent and hard-working, but also as involved in his intellectual and other endeavors. He is determined to do well and usually succeeds. His motives are internal and goal-centered rather than competitive, and in his dealings with others he may actually be unduly trusting and optimistic. The low-scoring subject on Ach is more skeptical, more dubious about the rewards which might come from effort and involvement, and uncertain about risking his labors. He tends also to be somewhat withdrawn and dissatisfied with his current status p. 9.

Comparison of female (62.75) and male (59.08) administrators mean ( $\bar{X}$ ) score responses on the achievement scale revealed that female administrators scored significantly higher than male administrators. This difference was significant at the .026 alpha level. There were no significant differences between the mean ( $\bar{X}$ ) scores of female central office and building level administrators or between central office and building level male administrators on the achievement scale. See Tables 28, 29, and 30.

TABLE 25

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Personal adjustment scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	57.37	7.03	51	54.22	7.55	100	2.19	0.031

TABLE 26

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Personal adjustment scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	57.39	7.04	28	57.36	7.15	49	0.02	0.986

TABLE 27

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Personal adjustment scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	54.24	7.52	26	54.19	7.72	49	0.02	0.982

TABLE 28

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Achievement scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	62.75	7.78	51	59.08	8.55	100	2.27	0.026

TABLE 29

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Achievement scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	63.61	8.65	28	62.04	7.07	49	0.72	0.478

TABLE 30

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Achievement scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	59.92	8.90	26	58.27	8.29	49	0.69	0.496

## Dominance: Dom

Gough and Heilbrun (1965) ascribe the following personological dispositions to the person scoring higher or lower on the dominance scale:

The high-scorer on this scale is a forceful, strong-willed, and persevering individual. He is confident of his ability to do what he wishes and is direct and forthright in his behavior. The low-scorer on Dom is unsure of himself, and indifferent to both the demands and the challenges of interpersonal life. He stays out of the limelight, and avoids situations calling for choice and decision-making p. 9.

The mean ( $\bar{X}$ ) score of female administrators (61.88) on the dominance scale was significantly higher than the mean ( $\bar{X}$ ) score of male administrators (57.88). This difference was significant at the .025 level. Female central office and building level administrators and male central office and building level administrators' mean ( $\bar{X}$ ) scores on this scale were not significantly different. See Tables 31, 32, and 33.

## Endurance: End

Personological dispositions ascribed to the person scoring higher or lower on the endurance scale according to Gough and Heilbrun (1965) are:

The subject high on End is typically self-controlled and responsible, but also idealistic and concerned about truth and justice. By nature conventional, he may nonetheless (because of his sense of rectitude) find himself championing unconventional ideas and unpopular causes. The low-scorer on End, on the other hand, is erratic and impatient, intolerant of



TABLE 31

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Dominance scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	61.88	7.97	51	57.88	9.68	100	2.28	0.025

TABLE 32

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Dominance scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	63.26	7.44	28	60.75	8.33	49	1.12	0.267

TABLE 33

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Dominance scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	59.56	10.39	26	56.27	8.86	49	1.22	0.229

prolonged effort or attention, and apt to change in an abrupt and quixotic manner p. 9.

Data analysis revealed that there were no statistically significant differences between the mean ( $\bar{X}$ ) score responses of the following groups: 1) female and male administrators; 2) female central office and building level administrators; and, 3) male central office and building level administrators on the endurance scale. See Tables 34, 35, and 36.

#### Order: Ord

Characteristics associated with the tendency to score higher or lower on the order scale identified by Gough and Heilbrun (1965) are:

High-scorers on Ord are usually sincere and dependable, but at the cost of individuality and spontaneity. These self-denying and inhibitory trends may actually interfere with the attainment of the harmony and psychic order which they seek. Low-scorers are quicker in temperament and reaction, and might often be called impulsive. They prefer complexity and variety, and dislike delay, caution, and deliberation p. 10.

The mean ( $\bar{X}$ ) score responses of female and male administrators, central office and building level female administrators, and central office and building level male administrators were not significantly different on the order scale of the Adjective Check List. See Tables 37, 38, and 39.

TABLE 34

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Endurance scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	60.61	6.87	51	59.18	6.89	100	1.05	0.296

TABLE 35

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Endurance scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	59.17	8.49	28	61.79	5.04	49	1.30	0.203

TABLE 36

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Endurance scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	59.76	6.50	26	58.62	7.33	49	0.59	0.558

TABLE 37

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Order scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	59.78	8.83	51	56.96	7.65	100	1.73	0.087

TABLE 38

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Order scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	58.83	9.94	28	60.57	7.9	49	0.70	0.488

TABLE 39

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Order scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	56.88	6.21	26	57.04	8.94	49	0.07	0.942

### Intraception: Int

Dispositions of the person scoring higher or lower on the intraception scale listed by Gough and Heilbrun (1965) are as follows:

The high-scorer on Int is reflective and serious, as would be expected; he is also capable, conscientious, and knowledgeable. His intellectual talents are excellent and he derives pleasure from their exercise. The low-scorer may also have talent, but he tends toward profligacy and intemperateness in its use. He is aggressive in manner, and quickly becomes bored or impatient with any situation where direct action is not possible. He is a doer, not a thinker p. 10.

Comparison of mean ( $\bar{X}$ ) score responses on the intraception scale indicated that there were no significant differences between the following groups: 1) female and male administrators; 2) female central office and building level administrators; and 3) male central office and building level administrators. See Tables 40, 41, and 42.

### Nurturance: Nur

Gough and Heilbrun (1965) ascribe the following characteristics to the person scoring higher or lower on the nurturance scale:

The subject high on this scale is of a helpful, nurturant disposition, but sometimes too bland and self-disciplined. His dependability and benevolence are worthy qualities, but he may nonetheless be too conventional and solicitous of the other person. The subject scoring low on Nur is the opposite: skeptical, clever, and

TABLE 40

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Intraception scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	58.12	8.33	51	57.02	9.63	100	0.62	0.539

TABLE 41

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Intraception scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	58.83	9.04	28	57.54	7.82	49	0.55	0.587

TABLE 42

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Intraception scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	57.44	10.48	26	56.62	8.92	49	0.30	0.763

acute, but too self-centered and too little attentive to the feelings and wishes of others  
p. 10.

Analysis of the data revealed that the mean ( $\bar{X}$ ) score of male administrators (55.92) was significantly higher than the mean ( $\bar{X}$ ) score of female administrators (52.57) on the nurturance scale. This difference was significant at the .035 alpha level. There were no significant differences between the mean ( $\bar{X}$ ) score of central office and building level female or between male administrators on the nurturance scale. See Tables 43, 44, and 45.

#### Affiliation: Aff

Personological dispositions characteristic of the person scoring higher or lower on the affiliation scale are as follows according to Gough and Heilbrun (1965):

The high-scorer on Aff is adaptable and anxious to please, but not necessarily because of altruistic motives; i.e., he is ambitious and concerned with position, and may tend to exploit others and his relationships with them in order to gain his ends. The low-scorer is more individualistic and strong-willed, though perhaps not out of inner resourcefulness and independence. He tends to be less trusting, more pessimistic about life, and restless in any situation which intensifies or prolongs his contacts with others p. 10.

Data analysis revealed that there were no statistically significant differences between the mean ( $\bar{X}$ ) score responses of the following groups: 1) female and male administrators; 2) female central office and building level administrators; and 3) male central office and building level administrators on the affiliation

TABLE 43

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Nurturance scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	52.57	7.23	51	55.92	8.60	100	2.13	0.035

TABLE 44

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Nurturance scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	51.48	6.89	28	53.46	7.50	49	0.98	0.334

TABLE 45

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Nurturance scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	54.32	8.00	26	57.46	9.02	49	1.31	0.195



scale. See Tables 46, 47, and 48.

#### Heterosexuality: Het

Characteristics associated with the tendency to score higher or lower on the heterosexuality scale identified by Gough and Heilbrun (1965) are:

The high-scorer on Het is interested in the opposite sex as he is interested in life, experience, and most things around him in a healthy, direct and outgoing manner. He may even be a bit naive in the friendly ingenuousness in which he approaches others. The low-scorer thinks too much, as it were, and dampens his vitality; he tends to be dispirited, inhibited, shrewd and calculating in his interpersonal relationships p. 10.

The mean ( $\bar{X}$ ) score responses of female and male administrators, central office and building level female administrators, and central office and building level male administrators were not significantly different on the heterosexuality scale of the Adjective Check List. See Tables 49, 50, and 51.

#### Exhibition: Exh

Dispositions of the person scoring higher or lower on the exhibition scale listed by Gough and Heilbrun (1965) are as follows:

Persons who are high on this scale tend to be self-centered and even narcissistic. They are poised, self-assured, and able to meet situations with aplomb, but at the same time they are quick tempered and irritable. In their dealings with others they are apt to be opportunistic and manip-

TABLE 46

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Affiliation scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	51.29	8.79	51	50.98	9.44	100	0.17	0.862

TABLE 47

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Affiliation scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	50.30	9.07	28	52.11	8.63	49	0.73	0.472

TABLE 48

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Affiliation scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	49.76	9.03	26	52.15	9.84	49	0.90	0.370

TABLE 49

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Heterosexuality scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	45.49	8.74	51	48.86	11.18	100	1.70	0.093

TABLE 50

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Heterosexuality scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	44.43	6.73	28	46.36	10.13	49	0.81	0.422

TABLE 51

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Heterosexuality scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	48.36	11.98	26	49.35	10.56	49	0.31	0.756

ulative. Persons who score low tend toward apathy, self-doubt, and undue inhibition of impulse. They lack confidence in themselves and shrink from any encounter in which they will be visible or "on stage" p. 10.

Comparison of mean ( $\bar{X}$ ) score responses on the exhibition scale indicated that there were no statistically significant differences between the following groups: 1) female and male administrators; 2) female central office and building level administrators; and 3) male central office and building level administrators. See Tables 52, 53, and 54.

#### Autonomy: Aut

Gough and Heilbrun (1965) ascribe the following characteristics to the person scoring higher or lower on the autonomy scale:

The high-scorer on Aut is independent and autonomous, but also assertive and self-willed. He tends to be indifferent to the feelings of others and heedless of their preferences when he himself wishes to act. The low-scorer is of a moderate and even subdued disposition. He hesitates to take the initiative, preferring to wait and follow the dictates of others.p. 10.

Analysis of the data revealed that the mean ( $\bar{X}$ ) score responses of female and male administrators, central office and building level female administrators, and central office and building level male administrators were not significantly different on the autonomy scale of the Adjective Check List. See Tables 55, 56, and 57.

TABLE 52

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Exhibition scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	50.51	9.59	51	49.67	9.52	100	0.45	0.657

TABLE 53

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Exhibition scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	52.91	8.03	28	48.54	10.43	49	1.65	0.105

TABLE 54

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Exhibition scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	49.28	7.88	26	50.04	11.01	49	0.28	0.779

TABLE 55

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Autonomy scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	50.65	7.68	51	47.86	8.55	100	1.73	0.087

TABLE 56

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Autonomy scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	52.61	6.78	28	49.04	8.11	49	1.68	0.099

TABLE 57

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Autonomy scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	49.64	8.93	26	46.15	7.97	49	1.47	0.147

## Aggression: Agg

Personological dispositions ascribed to the person scoring higher or lower on the aggression scale according to Gough and Heilbrun (1965) are:

The individual high on this scale is both competitive and aggressive. He seeks to win, to vanquish, and views others as rivals. His impulses are strong, and often undercontrolled. In an appropriate situation he may drive on to worthy attainment, but often his behaviors will be self-aggrandizing and disruptive. The individual who is low on Agg is much more of a conformist, but not necessarily lacking in courage or tenacity. He tends to be patiently diligent, and sincere in his relationships with others p. 10.

The mean ( $\bar{X}$ ) score of female central office administrators (52.13) was significantly higher than the mean ( $\bar{X}$ ) score of female building level administrators (47.04) on the aggression scale. This difference was significant at the .033 alpha level. There were no significant differences between female and male administrators' mean ( $\bar{X}$ ) scores or between the mean ( $\bar{X}$ ) scores of male central office and building level administrators. See Tables 58, 59, and 60.

## Change: Cha

According to Gough and Heilbrun (1965), characteristics associated with the tendency to score higher or lower on the change scale are as follows:

TABLE 58

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Aggression scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	49.33	8.56	51	47.51	8.67	100	1.07	0.288

TABLE 59

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Aggression scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	52.13	7.79	28	47.04	8.61	49	2.19	0.033

TABLE 60

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Aggression scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	48.80	8.53	26	46.27	8.78	49	1.04	0.302



Persons high on Cha are typically perceptive, alert, and spontaneous individuals who comprehend problems and situations rapidly and incisively and who take pleasure in change and variety. They have confidence in themselves and welcome the challenges to be found in disorder and complexity. The low-scorer seeks stability and continuity in his environment, and is apprehensive of ill-defined and risk-involving situations. In temperament he is patient and obliging, concerned about others, but lacking in verve and energy p. 11.

Data analysis revealed that there were no statistically significant differences between the mean ( $\bar{X}$ ) score responses of the following groups on the change scale of the Adjective Check List: 1) female and male administrators; 2) female central office and building level administrators; 3) male central office and building level administrators. See Tables 61, 62, and 63.

#### Succorance: Suc

Dispositions of the person scoring higher or lower on the succorance scale listed by Gough and Heilbrun (1965) are:

Suc appears to depict, at its high end, a personality which is trusting, guileless, and even naive in its faith in the integrity and benevolence of others. The high-scorer is dependent on others, seeks support, and expects to find it. The low-scorer, on the contrary, is independent, resourceful, and self-sufficient, but at the same time prudent and circumspect. He has a sort of quiet confidence in his own worth and capability p. 11.

The mean ( $\bar{X}$ ) score of male administrators (42.22) on the succorance scale was significantly higher than the mean ( $\bar{X}$ ) score of female administrators (37.43). This difference was significant at the .001 alpha level. Female central office and building level

TABLE 61

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Change scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	45.02	8.40	51	44.45	10.24	100	0.31	0.760

TABLE 62

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Change scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	46.57	9.62	28	43.75	7.15	49	1.20	0.238

TABLE 63

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Change scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	44.68	11.82	26	44.23	8.68	49	0.16	0.877

administrators and male central office and building level administrators' mean ( $\bar{X}$ ) scores on this scale were not significantly different. See Tables 64, 65, and 66.

#### Abasement: Aba

Gough and Heilbrun (1965) ascribe the following characteristics to the person scoring higher or lower on the abasement scale:

High-scorers on Aba are not only submissive and self-effacing, but also appear to have problems of self-acceptance. They see themselves as weak and undeserving, and face the world with anxiety and foreboding. Their behavior is often self-punishing, perhaps in the hope of forestalling criticism and rejection from without. The low-scorer is optimistic, poised, productive, and decisive. Not fearing others, he is alert and responsive to them. His tempo is brisk, his manner confident, and his behavior effective p. 11.

Comparison of female (40.49) and male (44.67) administrators' mean ( $\bar{X}$ ) score responses on the abasement scale revealed that male administrators scored significantly higher than female administrators. This difference was significant at the .013 alpha level. There were no significant differences between the mean ( $\bar{X}$ ) scores of female central office and building level administrators or between central office and building level male administrators on the abasement scale. See Tables 67, 68, and 69.

#### Deference: Def

Personological characteristics of the person scoring higher or lower on the deference scale are as follows according to Gough

TABLE 64

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Succorance scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	37.43	5.44	51	42.22	5.69	100	4.34	0.001

TABLE 65

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Succorance scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	37.22	6.26	28	37.61	4.78	49	0.25	0.802

TABLE 66

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Succorance scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	41.52	4.69	26	42.88	6.53	49	0.85	0.397

TABLE 67

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Abasement scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	40.49	8.28	51	44.67	8.33	100	2.54	0.013

TABLE 68

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Abasement scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	38.13	7.80	28	42.43	8.29	49	1.89	0.064

TABLE 69

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Abasement scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	42.92	8.27	26	46.35	8.20	49	1.49	0.144

and Heilbrun (1965):

The individual scoring high on Def is typically conscientious, dependable, and persevering. He is self-denying not so much out of any fear of others or inferiority to them as out of a preference for anonymity and freedom from stress and external demands. He attends modestly to his affairs, seeking little, and yielding always to any reasonable claim by another. The individual with a low score on Def is more energetic, spontaneous, and independent; he likes attention, likes to supervise and direct others, and to express his will. He is also ambitious, and is not above taking advantage of others and coercing them if he can attain a goal in so doing p. 11.

The mean ( $\bar{X}$ ) score of male administrators (50.76) on the deference scale was significantly higher than the mean ( $\bar{X}$ ) score of female administrators (46.25). This difference was significant at the .021 alpha level. Female central office and building level administrators and male central office and building level administrators' mean ( $\bar{X}$ ) scores on this scale were not significantly different. See Tables 70, 71, and 72.

#### Counseling Readiness: Crs

Characteristics associated with the tendency to score higher or lower on the counseling readiness scale identified by Gough and Heilbrun (1965) are:

The high-scorer on Crs is predominantly worried about himself and ambivalent about his status. He feels left out of things, unable to enjoy life to the full, and unduly anxious. He tends to be preoccupied with his problems and pessimistic about his ability to resolve them constructively. The low-scorer is more or less free of these concerns. He is self-confident, poised, sure of

TABLE 70

Comparison of Female and Male Administrators' Mean (X) Score Responses on the Deference scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	46.25	9.40	51	50.76	10.03	100	2.34	0.021

TABLE 71

Comparison of Female Central Office and Building Level Administrators' Mean (X) Score Responses on the Deference scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	44.78	9.28	28	47.46	9.50	49	1.01	0.316

TABLE 72

Comparison of Male Central Office and Building Level Administrators' Mean (X) Score Responses on the Deference scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	48.84	9.42	26	52.62	10.44	49	1.35	0.182

himself and outgoing. He seeks the company of others, likes activity, and enjoys life in an uncomplicated way p. 11.

Data analysis revealed that the mean ( $\bar{X}$ ) score of female administrators (56.10) was significantly higher than the mean ( $\bar{X}$ ) score of male administrators (46.13) on the counseling readiness scale. This difference was significant at the .001 alpha level. There were no significant differences between the mean ( $\bar{X}$ ) scores of female central office and building level or between male central office and building level administrators. See Tables 73, 74, and 75, Tables 76, 77, and 78 contain summaries of the sets of mean ( $\bar{X}$ ) scores compared by t test analyses.



TABLE 73

Comparison of Female and Male Administrators' Mean ( $\bar{X}$ ) Score Responses on the Counseling readiness scale of the Adjective Check List

Female Admin.			Male Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
51	56.10	7.81	51	46.63	9.91	100	5.36	0.001

TABLE 74

Comparison of Female Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Counseling readiness scale of the Adjective Check List

Female Central Office Admin.			Female Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
23	56.61	8.25	28	54.04	6.90	49	2.16	0.036

TABLE 75

Comparison of Male Central Office and Building Level Administrators' Mean ( $\bar{X}$ ) Score Responses on the Counseling readiness scale of the Adjective Check List

Male Central Office Admin.			Male Building Level Admin.			Degrees of Freedom	t Value	Probability
N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.			
25	46.60	8.03	26	46.65	11.59	49	0.02	0.985

TABLE 76

Summary of Female and Male Administrators'  
Mean ( $\bar{X}$ ) Score Responses on Each Scale  
of the Adjective Check List

Scale	Females	Males	t Value	Probability
1. Total Adjectives Checked	37.69	50.04	7.75	.001 *
2. Defensiveness	55.45	55.20	.16	.873
3. Favorable Adjec- tives Checked	59.78	53.33	3.49	.001 *
4. Unfavorable Ad- jectives Checked	36.09	45.53	6.17	.001 *
5. Self-Confidence	61.31	53.24	4.23	.001 *
6. Self-Control	57.98	55.49	1.61	.110
7. Liability	43.59	42.25	.78	.439
8. Personal Adjust- ment	57.37	54.22	2.19	.031 *
9. Achievement	62.75	59.08	2.27	.026 *
10. Dominance	61.88	57.88	2.28	.025 *
11. Endurance	60.61	59.18	1.05	.296
12. Order	59.78	56.96	1.73	.087
13. Intraception	58.12	57.02	.62	.539
14. Nurturance	52.57	55.92	2.13	.035 *
15. Affiliation	51.29	50.98	.17	.862
16. Heterosexuality	45.49	48.86	1.70	.093
17. Exhibition	50.51	49.67	.45	.657
18. Autonomy	50.65	47.86	1.73	.087
19. Aggression	49.33	47.51	1.07	.288
20. Change	45.02	44.45	.31	.760
21. Succorance	37.43	42.22	4.34	.001 *
22. Abasement	40.49	44.67	2.54	.013 *
23. Deference	46.25	50.76	2.34	.021 *
24. Counseling Readiness	56.10	46.63	5.36	.001 *

\* p &lt; .05

TABLE 77

Summary of Female Central Office and Building  
Level Administrators' Mean ( $\bar{X}$ ) Score Responses on Each  
Scale of the Adjective Check List

Scale	Central Office Females	Building Level Females	t Value	Probability
1. Total Adjectives				
Checked	35.52	39.46	1.89	.065
2. Defensiveness	54.52	56.21	.79	.435
3. Favorable Adjectives Checked	60.78	58.96	.64	.523
4. Unfavorable Adjectives Checked	34.43	37.43	1.14	.262
5. Self-Confidence	64.91	58.36	2.74	.009 *
6. Self-Control	57.00	58.79	.76	.453
7. Lability	46.04	41.57	2.08	.043 *
8. Personal Adjustment	57.39	57.36	.02	.986
9. Achievement	63.61	62.04	.72	.478
10. Dominance	63.26	60.75	1.12	.267
11. Endurance	59.12	61.79	1.30	.203
12. Order	58.83	60.57	.70	.488
13. Intraception	58.83	57.54	.55	.587
14. Nurturance	51.48	53.46	.98	.334
15. Affiliation	50.30	52.11	.73	.472
16. Heterosexuality	44.43	46.36	.81	.422
17. Exhibition	52.91	48.54	1.65	.105
18. Autonomy	52.61	49.04	1.68	.099
19. Aggression	52.13	47.04	2.19	.033 *
20. Change	46.57	43.75	1.20	.238
21. Succorance	37.22	37.61	.25	.802
22. Abasement	38.13	42.43	1.89	.064
23. Deference	44.78	47.46	1.01	.316
24. Counseling Readiness	56.61	54.04	2.16	.036 *

$p < .05$

TABLE 78

Summary of Male Central and Building Level  
Administrators' Mean ( $\bar{X}$ ) Score Responses on Each  
Scale of the Adjective Check List

Scale	Central Office Males	Building Level Males	t Value	Probability
1. Total Adjectives				
Checked	49.24	50.81	.66	.514
2. Defensiveness	55.12	55.27	.06	.952
3. Favorable Adjectives Checked	54.60	52.12	1.03	.309
4. Unfavorable Adjectives Checked	45.24	45.81	.36	.721
5. Self-Confidence	54.36	52.15	.77	.446
6. Self-Control	55.32	55.65	.16	.877
7. Liability	44.28	40.31	1.53	.132
8. Personal Adjustment	54.24	54.19	.02	.982
9. Achievement	59.92	58.27	.69	.492
10. Dominance	59.56	56.27	1.22	.229
11. Endurance	59.76	58.62	.59	.558
12. Order	56.88	57.04	.07	.942
13. Intraception	57.44	56.62	.30	.763
14. Nurturance	54.32	57.46	1.31	.195
15. Affiliation	49.76	52.15	.90	.370
16. Heterosexuality	48.36	49.35	.31	.756
17. Exhibition	49.28	50.04	.28	.779
18. Autonomy	49.64	46.15	1.47	.147
19. Aggression	48.80	46.27	1.04	.302
20. Change	44.68	44.23	.16	.877
21. Succorance	41.52	42.88	.85	.397
22. Abasement	42.92	46.35	1.49	.144
23. Deference	48.84	52.62	1.35	.182
24. Counseling				
Readiness	46.60	46.65	.02	.985

Chi Square Analysis of Selected Scales  
of the Adjective Check List

After reviewing the work of Isaacson (1975), McGregor (1967), Rosen and Jerdee (1973), Shein (1973, 1975), and Korman (1970), seven scales of the Adjective Check List were selected as descriptive of the male managerial model and Holland's occupational stereotype for vocations similar to educational administrators. ACL scales selected as characteristic of the male managerial model were:

1. Dominance
2. Self-confidence
3. Aggression
4. Exhibition
5. Achievement
6. Autonomy
7. Deference

A 2 x 2 Chi square analysis was performed on each scale to determine whether or not there were statistically significant differences ( $p < .05$ ) between the number of female and male administrators yielding high and low scores on the selected personality traits.

Dominance: Dom

A Chi square test indicated that there was a significant difference ( $p = .0127$ ) between the number of female and male

administrators when categorized by high and low scores on the dominance scale. Table 76 shows that a higher proportion of female administrators scored in the high range than expected and a lower proportion of male administrators scored in the high range.

#### Self-Confidence: S-Cfd

Analysis of a Chi square test of self-confidence scores revealed that there was a significant difference ( $p = .0039$ ) between the frequency of female and male administrators high and low scores on the self-confidence scale. Results in Table 77 show that a greater than expected proportion of female administrators scored in the high range and fewer male administrators than expected scored in the high range.

#### Aggression: Agg

Analysis of the data from a Chi square test indicated that there was no significant difference between observed and expected frequency of female and male administrators high and low scores on the aggression scale. See Table 78.

#### Exhibition: Exh

There was no significant difference between the frequency of male and female administrators' high and low scores on the exhibition scale. See Table 79.

TABLE 79

Observed and Expected Frequencies of Female and Male Administrator Scores Falling in Two Levels on the Dominance Scale.

	LOW 0-50	HIGH 51-100	
Females	$f_o = 6$ $f_e = 9.5$	$f_o = 45$ $f_e = 41.5$	$f_{row} = 51$
Males	$f_o = 13$ $f_e = 9.5$	$f_o = 38$ $f_e = 41.5$	$f_{row} = 51$
	$f_{col} = 19$	$f_{col} = 83$	GT = 102

$\chi^2 = 2.328$   
 Degrees of Freedom = 1  
 Probability = .01270

TABLE 80

Observed and Expected Frequencies of Female and Male Administrator Scores Falling in Two Levels on the Self-Confidence Scale.

	LOW 0-50	HIGH 51-100	
Females	$f_o = 7$ $f_e = 14$	$f_o = 44$ $f_e = 37$	$f_{row} = 51$
Males	$f_o = 21$ $f_e = 14$	$f_o = 30$ $f_e = 37$	$f_{row} = 51$
	$f_{col} = 28$	$f_{col} = 74$	GT = 102

$$\chi^2 = 8.3195$$

Degrees of Freedom = 1

Probability = .0039



TABLE 81

Observed and Expected Frequencies of Female and Male Administrator Scores Falling in Two Levels on the Aggression Scale.

	LOW 0-50	HIGH 51-100	
Females	$f_o = 31$ $f_e = 31.5$	$f_o = 20$ $f_e = 19.5$	$f_{row} = 51$
Males	$f_o = 32$ $f_e = 31.5$	$f_o = 19$ $f_e = 19.5$	$f_{row} = 51$
	$f_{col} = 63$	$f_{col} = 39$	GT = 102

$$\chi^2 = 0.0$$

Degrees of Freedom = 1

Probability = 1.000

TABLE 82

Observed and Expected Frequencies of Female and Male Administrator Scores Falling in Two Levels on the Exhibition Scale.

	LOW 0-50	HIGH 51-100	
Females	$f_o = 20$ $f_e = 24$	$f_o = 31$ $f_e = 27$	$f_{row} = 51$
Males	$f_o = 28$ $f_e = 24$	$f_o = 23$ $f_e = 27$	$f_{row} = 51$
	$f_{col} = 48$	$f_{col} = 54$	GT = 102

$$\chi^2 = 1.9283$$

Degrees of Freedom = 1

Probability = .1650

Achievement: Ach

Analysis of the data from a Chi square test indicated that there was no significant difference between observed and expected frequency of female and male administrators' high and low scores on the achievement scale. See Table 80.

Autonomy: Aut

A Chi square test indicated that there was no significant difference between the frequency of male and female administrators' high and low scores on the autonomy scale. See Table 81.

Deference: Def

A Chi square test indicated that there was no significant difference between the frequency of male and female administrators' high and low scores on the deference scale. See Table 82.

TABLE 83

Observed and Expected Frequencies of Female and Male Administrator Scores Falling in Two Levels on the Achievement Scale.

	LOW 0-50	HIGH 51-100	
Females	$f_o = 4$ $f_e = 7.5$	$f_o = 47$ $f_e = 43.5$	$f_{row} = 51$
Males	$f_o = 11$ $f_e = 7.5$	$f_o = 40$ $f_e = 43.5$	$f_{row} = 51$
	$f_{col} = 15$	$f_{col} = 87$	GT = 102

$$\chi^2 = 2.8138$$

Degrees of Freedom = 1

Probability = .0935

TABLE 85

Observed and Expected Frequencies of Female and Male Administrator Scores Falling in Two Levels on the Autonomy Scale.

	LOW 0-50	HIGH 51-100	
Females	$f_o = 23$ $f_e = 26.5$	$f_o = 28$ $f_e = 24.5$	$f_{row} = 51$
Males	$f_o = 30$ $f_e = 26.5$	$f_o = 21$ $f_e = 24.5$	$f_{row} = 51$
	$f_{col} = 53$	$f_{col} = 49$	GT = 102

$$\chi^2 = 1.4139$$

Degrees of Freedom = 1

Probability = .2344

TABLE 84

Observed and Expected Frequencies of Female and Male Administrator Scores Falling in Two Levels on the Deference Scale.

	LOW 0-50	HIGH 51-100	
Females	$f_o = 33$ $f_e = 26.5$	$f_o = 18$ $f_e = 24.5$	$f_{row} = 51$
Males	$f_o = 28$ $f_e = 26.5$	$f_o = 23$ $f_e = 24.5$	$f_{row} = 51$
	$f_{col} = 53$	$f_{col} = 41$	GT = 102

$$\chi^2 = 0.65254$$

Degrees of freedom = 1

Probability = 0.4192

TABLE 86

Summary of Observed Frequency of Female and Male  
Administrators Scores Falling in Low and High  
Categories of Selected Personality Traits as  
Measured by the Adjective Check List

Scales	Females		Males		Chi Square	Probability
	Low	High	Low	High		
1. Dominance	6	45	13	38	2.328	.0127*
2. Self-Confidence	7	44	21	30	8.3195	.0039*
3. Aggression	31	20	32	19	0.0	1.000
4. Exhibition	20	31	28	23	1.9283	.1650
5. Achievement	4	47	11	40	2.8138	.0935
6. Autonomy	23	28	30	21	1.4139	.2344
7. Deference	33	18	28	23	0.65254	.4192

$p < .05$

## CHAPTER VI

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

#### Summary

The purpose of this study was to investigate the personality traits of women and men who occupy two levels -- building level and central office level -- of administrative positions in education and to compare them with the male managerial model. Four questions were investigated by this study:

1. Are there differences between the personality traits of female and male educational administrators?
2. Are there differences between the personality traits of female administrators at the central office and building levels?
3. Are there differences between the personality traits of male administrators at the central office and building levels?
4. Are the personality traits of women and men occupying a traditionally male occupation, educational administration, congruent with the occupational stereotypes ascribed to similar vocations?

The instrument utilized to gather data for the study was the



Adjective Check List (ACL) developed by Drs. Gough and Heilburn (1965). The ACL was distributed via the U.S. Mail to 64 female (total population) and 64 male (randomly selected) administrators employed by the Oklahoma City Public Schools. The ACL was completed and returned by 79.7% of the administrators in the sample. The ACL consists of the following 24 scales: 1) Total number of adjectives checked; 2) Defensiveness; 3) Number of favorable adjectives checked; 4) Number of unfavorable adjectives checked; 5) Self-confidence; 6) Self-control; 7) Lability; 8) Personal adjustment; 9) Achievement; 10) Dominance; 11) Endurance; 12) Order; 13) Intraception; 14) Nurturance; 15) Affiliation; 16) Heterosexual sexuality; 17) Exhibition; 18) Autonomy; 19) Aggression; 20) Change; 21) Succorance; 22) Abasement; 23) Deference; and, 24) Counseling Readiness.

Raw scores on each ACL scale were converted to standard scores for purposes of comparison. The following groups were compared:

- 1) Female and male administrators
- 2) Female central office and female building level administrators
- 3) Male central office and male building level administrators

### Findings

Four hypotheses were proposed and tested in this investigation. The following results were found regarding the hypotheses.

H<sub>01</sub>: There are no statistically significant differences in mean ( $\bar{X}$ ) standard scores ( $\alpha = 0.05$ ) between the personality traits of female and male educational administrators as measured by each scale of the Adjective Check List.

This hypothesis was accepted for twelve of the personality traits measured by the adjective check list: defensiveness, self-control, lability, endurance, order, intraception, affiliation, heterosexuality, exhibition, autonomy, aggression, and change.

This hypothesis was rejected for the following personality traits:

Total number of adjectives checked - male administrators scored significantly higher than female administrators ( $p = .001$ ).  
 Number of favorable adjective checked - female administrators scored significantly higher than male administrators ( $p = .001$ ).  
 Number of unfavorable adjectives checked - male administrators scored significantly higher than female administrators ( $p = .001$ ).  
 Self-confidence - female administrators scored significantly higher than male administrators ( $p = .001$ ). Personal adjustment - female administrators scored significantly higher than male administrators ( $p = .031$ ). Achievement - female administrators scored significantly higher than male administrators ( $p = .026$ ). Dominance - female administrators scored significantly higher than male administrators ( $p = .025$ ). Nurturance - male administrators scored significantly higher than female administrators ( $p = .035$ ). Succorance - male administrators scored significantly higher than female administrators ( $p = .001$ ). Abasement - male administrators scored signi-

ificantly higher than female administrators ( $p = .013$ ). Deference - male administrators scored significantly higher than female administrators ( $p = .021$ ). Counseling readiness - female administrators scored significantly higher than male administrators ( $p = .001$ ).

H<sub>0</sub>2: There are no statistically significant differences in mean ( $\bar{X}$ ) standard scores between the personality traits of female administrators at the central office and building levels as measured by each scale of the Adjective Check List.

This hypothesis was accepted for all personality traits measured by scales of the Adjective Check List except self-confidence, lability, aggression, and counseling readiness. Central office female administrators scored significantly higher than building level females on the following personality traits:

- \*Self-confidence                      -     $p = .009$
- \*Lability                                -     $p = .043$
- \*Aggression                            -     $p = .033$
- \*Counseling readiness               -     $p = .036$

H<sub>0</sub>3: There are no statistically significant differences in mean ( $\bar{X}$ ) standard scores ( $\alpha = 0.05$ ) between the personality traits of male administrators at the central office and building levels as measured by each scale of the Adjective Check List.

This hypothesis was accepted. There were no statistically significant differences between the mean ( $\bar{X}$ ) scores of central office males and building level males on any of the 24 scales of the Adjective Check List.

H<sub>0</sub>4: There is no statistically significant ( $\alpha = 0.05$ ) difference between the frequency of female and male educational administrators who scored high and low on selected personality traits of the Adjective Check List which coincide with occupational stereotypes of the male managerial model.

The hypothesis was accepted for the personality traits of aggression, exhibition, achievement, autonomy, and deference.

This hypothesis was rejected for the personality traits of dominance and self-confidence.

More female administrators scored in the high range than expected on the dominance scale and a lower proportion of male administrators scored in the high range than expected on the dominance scale ( $p = .0127$ ). A greater than expected proportion of female administrators scored in the high range on the self-confidence scale and fewer male administrators than expected scored in the high range on the self-confidence scale ( $p = .0039$ ).

### Conclusions

Personality traits of both female and male educational administrators in this study were inconsistent with standards of sex appropriate roles found to be stereotypical in previous studies. Female educational administrators at the central office level had personality traits less consistent with those stereotypic standards of sex appropriate roles than female educational administrators at the building level. The personality traits of both levels of male educational administrators in this study

(central office and building level) were inconsistent with those previously defined as society's standards of sex appropriate roles.

These results do not support the conclusions of previous studies but rather suggest one of at least three alternative conclusions: (1) that the sample in this study is simply atypical; (2) that, if typical of educational administrators, then educational administrators are an atypical sub-population; or, (3) that, if educational administrators are a representative sub-population, then sex role stereotypes have changed significantly since the reporting of earlier studies.

Female educational administrators scores on selected scales of the Adjective Check List were more congruent with occupational stereotypes of the Male Managerial Model than scores of male educational administrators in this study. These findings suggest that Holland's theory as related to the vocation of educational administrator is more valid for the women than for the men in this study.

#### Recommendations for Further Study

This study sought to investigate the personality traits of women and men who occupy administrative positions in education and to compare them with the male managerial model. If this study were repeated and similar results were obtained, the assumption of congruence between educational administrators' personality traits and the male managerial model could be

further validated. The following changes are recommended in repeated studies:

1. Use length of time in the administrative position as a variable in these studies.
2. Use age of the administrator as a variable in these studies.
3. Use race of the administrator as a variable in these studies.
4. Use years of teaching experience prior to entering the administrative position as a variable in these studies.
5. Use both rural and urban school systems in each study.
6. Use different methods of measuring personality traits to see if the measuring instrument is truly valid for the population being studied.

If the results of this study were validated with similiar studies there would remain other situations in which congruence of administrators' personality traits with the male managerial model might be beneficial. Some of these situations would include;

1. Studies of male and female administrators in other public service occupations.
2. Studies of male and female administrators in private industry.

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APPENDIX A

February 20, 1980

Ms. Maxie Wood  
2505 N.W. 117  
Oklahoma City, OK 73120

Dear Ms. Wood,

I am happy to inform you that your request to conduct a study in the Oklahoma City Public Schools has been approved. Members of your screening committee were:

Dr. Betty Williams, Director of Elementary Schools

Mr. Vern Moore, Director of 5th Year Centers and  
Middle Schools

Ms. Barbara Mitchell, Coordinator of Accountability  
and Planning

If you have any further questions regarding this matter, please feel free to contact this office. Good luck with your study.

Sincerely,



Pat Watson, Director  
Planning, Research, and Evaluation

MW/jld

APPENDIX B

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APPENDIX C

February 22, 1980

Hi, you may recognize me as a member of the Planning, Research, and Evaluation Department of the Oklahoma City Public Schools, but, I am also a graduate student at the University of Oklahoma. Your assistance is requested with a study I am conducting to complete the requirements of my doctoral program. The purpose of my study is to investigate the personality traits of male and female educational administrators and their congruence with the male managerial model.

This study has the approval of a Research Screening Committee composed of Dr. Betty Williams, Mr. Vern Moore, and Ms. Barbara Mitchell.

My success in this venture depends upon your participation in my study. It will take about 10 minutes of your time to read the following list of adjectives and blacken those you feel are self-descriptive. Your participation in this study is completely anonymous, so do not put your name on the instrument or the return envelope. Please fill in the remainder of the demographic information on the top of the answer sheet.

Please return the instrument to me in the enclosed envelope at your earliest convenience. Thank you for your time and participation in my study.

Sincerely,

Maxie Wood

HERE'S A PENCIL FOR YOUR THOUGHTS.